



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

September 11, 2019

Bradley Snyder
New Albany-Floyd Co Con Sch: #2400
2813 Grantline Rd
New Albany, IN 47150

Dear Bradley Snyder,

Thank you for your recent renewal application for a 1003(g) School Improvement Grant under the ESEA. Congratulations, **Green Valley Elementary's** renewal application was accepted and SIG funds will continue for SY 2019-2020.

In accordance with your application and available funding, you are being awarded **\$477,117.00** for the 2019-2020 school year. Funds for this grant period are available from July 1, 2019 and must be expended by September 30, 2020.

Federal Program Title I	School Improvement Grant
Federal Agency	U.S. Department of Education
Pass Through Agency	Indiana Department of Education
CFDA Number	84.377A
Award Name	School Improvement Grants
Award Number	S377A140016

The Title I §1003(g) School Improvement Grant award must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of the students at this school. Improvement funds must be tracked separately from all other Title I Grants. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement (this funding number must not be the same number as is used for the Title I Basic grant award). Because these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on improvement initiatives at that particular school.

We look forward to continuing our work with your team this school year. Please feel free to contact Dwayne Marshall at dmarshall2@doe.in.gov if you have any questions.

Sincerely,

Nathan Williamson
Director of Title Grants and Support
Indiana Department of Education

cc: Title I Program Administrator
SIG Coordinator
Principal



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Title I -1003(g) School Improvement Grant Renewal Application SY 2019-2020
Cohorts 6 - 8- Transformation Model

Part 1: Grantee Information

Instructions: Complete school and district information below.

School Corporation/ Eligible Entity	New Albany-Floyd Co Con Sch	Corp #	2400
School	Green Valley Elementary	School #	1961
Superintendent Name	Dr. Bradley Snyder	Email	bsnyder@nafcs.k12.in.us
Title I Administrator Name	Tony Duffy	Email	tduffy@nafcs.k12.in.us
Principal	Brian Kehrer	Email	bkehrer@nafcs.k12.in.us
Telephone	812-542-5503		
SY 2019-2020 Allocation	\$477,117.00		



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Part 2: Grant Award Information

Grant Award Timeline:

Renewal Application Release	Release application and guidance to LEAs	June 6, 2019
Application Due	Renewal application must be submitted to IDOE	July 8, 2019
Application Review	Renewal applications reviewed by IDOE	July 8, 2019 – August 30, 2019
Notification and Funds Available	Renewal awards will be finalized and funds will be available <i>*any school who is asked to resubmit any piece of their application will not have access to funds until final approval is given</i>	August 30, 2019
SY 18-19 Artifact Due	Outcome Artifact from SY 18-19 will be emailed to 1003g@doe.in.gov	June 30, 2019

Grant Award Resources:

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
- Indiana SIG Award Information: www.doe.in.gov/sig

Federal Program Title:	School Improvement Grant
Federal Agency:	U.S. Department of Education
Pass Through Agency:	Indiana Department of Education
CFDA Number:	84.377A
Award Name:	School Improvement Grants
Grant Award Number:	S377A00190015A



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Instructions: Please complete the table below regarding who was involved with the grant process.

Staff Members Consulted and Part of the Renewal Application Process	
Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Dr. Brian Kehrer	Principal
Taylor Eiler	Assistant Principal and Title 1 Administrator
Debbie Finchum	Literacy Coach
Christy Heiligenberg	School Counselor
Lisa Pavek	Mach Coach

Part 3: LEA and School Assurances

Instructions: Certain terms and conditions are required for receiving funds under the School Improvement 1003g Grant and through the Indiana Department of Education (IDOE). Therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.

- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

By signing below, the LEA agrees to all assurances above and certifies the following:

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date.
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds.
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of sub grant funds.



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- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term “principal” for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State’s request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:	Bradley Snyder	Date:	7/1/2019
Title I Administrator Signature:	Tony Duffy	Date:	7/1/2019
Principal Signature	Brian Kehrer	Date:	7/1/2019

Part 4: Achievement and Leading Indicators SY 18-19

SIG Achievement and Leading Indicators											
Achievement Indicators	Baseline SY 2017 - 2018	SY 2017-2018		SY 2018-2019		SY 2019-2020		SY 2020-2021		SY 2021-2022	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	45%	50	45%	50	34%	44%					
Percent of students proficient on ISTEP (ELA) (3-8)	52.4	60	52.4	60	28.5%	38%					
Percent of students proficient on ISTEP (Math) (3-8)	60.0	60	60.0	70	39.5%	49%					
Percent of students proficient on IREAD (Spring Test Only) (3)- Elementary only	74%	80	74%	80	80%	82%					
Leading Indicators	Baseline SY 2017 - 2018	SY 2017-2018		SY 2018-2019		SY 2019-2020		SY 2020-2021		SY 2021-2022	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
1. Number of minutes in the School Yr. students are required to attend school	380 min	380 min	380 min	380 min	380 min	380 min					
2. Number of daily minutes of math instruction	70 min	70	70	70	70	70					
3. Number of daily minutes of ELA instruction	90 min	90	90	90	90	90					

4. Student attendance rate (must be % between 0 and 100)	93.2%	95%	93.2%	95%	93.59%	95%					
Leading Indicators	Baseline SY 2017 - 2018	SY 2017-2018		SY 2018-2019		SY 2019-2020		SY 2020-2021		SY 2021-2022	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
5. Truants – number of (unduplicated) students who have received truancy letters or action, enter as a whole number	145		145	120	156	120					
6. Expanded Learning Time (total number of hours offered)	437.50		437.50		73	48					
7. Number of discipline referrals	1482		1482	1200	2306	1800					
8. Discipline incidents – number of suspensions and/or expulsion	SUS--118 EXP--	SUS-- EXP--	SUS--118 EXP--0	SUS--115 EXP--0	SUS--167 EXP--0	SUS--125 EXP--0	SUS-- EXP--	SUS-- EXP--	SUS-- EXP--	SUS-- EXP--	SUS-- EXP--
9. Distribution of teacher performance level on LEA's teacher evaluation system	IN--0 IMP--1 EFF--7 HEFF--12	IN--0 IMP--0 EFF--0 HEFF--0	IN--0 IMP--1 EFF--7 HEFF--12	IN-- IMP-- EFF-- HEFF--	IN--0 IMP--0 EFF--16 HEFF--13	IN--0 IMP--0 EFF--16 HEFF--13	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--
10. Teacher attendance rate (must be a % between 0 and 100)	93.20%	95.0	93.2	95%	94.18%	95%					
11. Teacher retention rate (must be a % between 0 and 100)	91%	90%	91	100%	93%	96%					



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***Baseline SY:** Please enter data from the school year prior to your first full year of implementation. Proceed to enter data from subsequent years following your baseline year to present. *I.e. If SY 16-17 was your first full year of implementation, please enter SY15-16 data in the Baseline column. Proceed to enter data for years SY 16–17 to present.*

Part 5: Analysis and Outcomes

Instructions: SIOT Activity: (Strengths, Improvements, Opportunities, and Threats)

- List school's primary strengths and weaknesses from SY 18-19—forces or barriers working for and against SIG implementation or school's mission
- List school's key opportunities and threats from SY 18-19—political, economic, social, technological, demographic, or legal trends that are or may impact school's ability to achieve SIG implementation or school's mission.
- What are the projected outcomes for SY 19-20 after completing the SIOT Analysis? Are there any opportunities we can take advantage of because of a strength? Are there any threats compounded by a weakness?

SIOT Analysis

Strengths:

- Extended learning opportunities were provided twice per week to students. Certified teachers implemented and were supported by building non-certified staff. Teachers were able to provide after school instruction that was consistent to instruction given during the school day and tailored to student needs. Participation was very high by Green Valley students.
- Behaviorist worked with students individually and in small groups to support mental/ emotional health and increase student learning time in the classroom. Behaviorist also worked with students on discipline issues during the school day which allowed administration to have more time in the classrooms.
- Full time math coach worked with teachers to plan lessons, model, observe teacher and provide feedback. She analyzed district common formative assessments with teachers and led professional development to increase learning in areas of weakness.
- Full day Preschool program was provided to students who live in Green Valley school district. The program maintained 18 students in the classroom for the entire school year with minimal turnover. Students have made remarkable progress in the program and will all enter kindergarten knowing all letters, writing their first and last names, and well prepared for kindergarten curriculum.
- Data Coach worked closely with teachers and students. She created and adapted google documents to make data more visible and

Areas of Improvement:

- Professional development for staff was front loaded at the beginning of the school year to provide curriculum knowledge and support new teachers to our building. Teacher feedback surveys have asked for a more evenly spread PD calendar next school year as well as more technology training and social emotional support for students.
- Parent events have been held monthly during school as well as quarterly after school hours consistently all year. However, parent involvement in afterschool activities and participation in school events is still low. Teacher and school communication with parents are areas we need to improve upon and find new ways to communicate with parents. A survey will be sent out in the beginning of the school year to get feedback from parents on how they prefer to be communicated with in hopes to improve their involvement at school and school events.
- Discipline and office referrals are up significantly this school year compared to last. Our school grew by nearly one hundred and fifty students this year, as well as ten new certified teachers. Teachers and support staff were given professional development in social emotional strategies to help support students, but building relationships with students and gaining their trust takes time. We have seen discipline referrals lessen as the year progresses, but will continue to work to provide teachers the skills and training they need to support student behavior.

<p>accessible for teachers. Worked with teachers and students to establish goal setting in the classroom based on student data.</p>	
<p>Opportunities:</p> <ul style="list-style-type: none"> • Green Valley has connected with another school in our school district with a very well supported and connected PTO. Their school has run clothing drives to support Green Valley students as well as connecting our PTO to resources that can help provide incentives and funding for our teachers and students. • Preschool staff as well as administration have been working to obtain facility certification to receive On My Way PreK funds. Our hope and goal is to obtain level one in Paths to Quality certification by the end of this school year and to obtain levels 2-4 during the 2019-2020 school year to qualify for funding the following year. • This school year we moved into a state of the art, brand new facility. This has provided our teachers and students with access to the latest technology available as well classroom that are brand new and designed with learning in mind. Our 3rd and 4th grade students are one-to-one with Chromebooks this school year and most k-2 classrooms have ten iPads for student use. • Duke Energy Grant for summer school opportunity for students currently in kindergarten through third grade. 	<p>Threats:</p> <ul style="list-style-type: none"> • Parent involvement/participation continues to be an area of concern. While our teachers work hard at raising their expectations of our students the same level of expectation is not always met at home by parents. • Student attendance and a high transition rate is a struggle. Many students continue to miss excessive days of school or come to school late regardless of our attempts to provide supports or incentives. Local changes in the public housing system has resulted in students leaving us to move to other cities and families continue to move in and out of low-income housing in our school district. • Our school nearly doubled in size in a single school year this year. So many new students and teachers in our building required lots of learning for the entire school. Teachers and administrative staff worked hard to learn all of our new students needs and skills as well as teachers learning our district framework and curriculum.

Projected Outcomes for SY 19-20

- Green Valley will obtain a level 3 or 4 rating Path to Qualify for On My Way PreK funds. This will allow the preschool program to continue after the grant period ends.
- Increased staff participation in professional development opportunities due to changes made based on staff feedback.
- Increased parent participation and increased student attendance due to changes made based on parent feedback.
- Decrease in student behavior referrals and student suspensions with the implementation of 6th special for social skills with behaviorist, updated guidance lessons, adjusted behavior model in the school.



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Part 6: SIG Implementation SY 2019-2020

Instructions: IDOE has aligned the renewal application with Transformation principles and required/recommended interventions in column one below as Focus Areas. Please complete the entire table and align your SY19-20 action steps.

<u>Focus Areas</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
<i>SAMPLE: Increase learning time</i>	<i>SAMPLE: Meadows School will provide before and after school opportunities for all students to help increase student achievement called, Crunch Time. Person Responsible: Ms. Smith, Title I Interventionist</i>	<i>SAMPLE: Multiple Phases (Multiple Quarters)</i>	<i>SAMPLE: \$5,000 - Stipends</i>	<i>SAMPLE: The Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.</i>
Develop School Leadership Effectiveness	The Principal and Assistant Principal will be mentored by highly qualified education consultant.	Multiple Phases (Multiple Quarters)	\$4,500	Reflective notebook will be kept to demonstrate reflection and impact.
Develop Teacher Effectiveness	Green Valley will employ a math coach and data coach to help improve and develop teacher effectiveness. (Math Coach \$66,000.00 Salary, \$24,409.00 Benefits) (Data Coach \$56,000 Salary, \$10,644 Benefits)	Multiple Phases (Multiple Quarters)	\$157,053	Growth in Math Common Formative Assessments (CFAs) per grade level compared to previous performance. Data binders will be developed and used effectively. Analysis of student referral data compared to previous data.
Implement Comprehensive Instructional Reform Strategies	Professional development will be offered to certified and non-certified staff \$21,898, (\$13,000 certified salary/stipend \$2,100 benefit, \$5,798 salary/stipend, \$1,000 benefits). Professional conference for certified staff (\$14,000), \$3,246 PD materials/books	Multiple Phases (Multiple Quarters)	\$39,144	The certified and non-certified staff will be pre and post surveyed in areas of professional development and results compared. Student achievement data compared to previous data.
Increase Learning Time	Green Valley Elementary will be provided after school opportunities for students to help increase student achievement (Stipend Certified \$14,000, Cert. Bene. \$3,000) (Non-Cert \$4,000, Bene. \$1000). \$2,700 tutoring materials. \$3,400 tutoring transportation	Multiple Phases (Multiple Quarters)	\$164,469	After school tutoring will be tracked using spreadsheet to document student attendees and data compared to student achievement. Success of reading interventionist will be measured through student growth on DRA

	Reading Interventionist- part time- salary \$17,000, benefits \$1540 Pre-School class will help prepare students to enter kindergarten (Cert. Salary \$46,000 Ben \$19,079.)(Non-Cert \$16,000/Ben. \$1,250. materials \$1500, preschool transportation 34,000			assessments, CFAs, and guided reading group data. Pre-school student growth is measured with progress reports every 6 weeks: number ID, Letter ID, Letter sounds, sight words, DRAs, teacher observation and notes.
Create Community-Oriented Schools	Green Valley Elementary will host family and parent nights aimed to support families and parents.	Multiple Phases (Multiple Quarters)	\$2,000	A list of parents/families who participate will be tracked.
Provide Operational Flexibility	Highly Effective Teachers will be given the opportunity to lead professional development or participate in action research.	Multiple Phases (Multiple Quarters)	\$0.00	Documentation of High Effective Teachers' research and organization of professional development.
Sustain Support	Social Worker/Outreach Coordinator will help communicate need and match to existing support or find additional support. Behaviorist will support teachers with in challenging students and support these students by providing interventions. Materials- social skills curriculum, chart paper, art supplies	Multiple Phases (Multiple Quarters)	\$109,951	Record of supporting groups and agencies will be recorded.

Part 7: Outcome Artifact

Instructions: Schools will be required to produce a tangible “outcome” piece to be shared with IDOE and to be published on the IDOE website as resources for other schools. This “outcome” piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. Possible “Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, Podcast. Outcome Artifacts” should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data.

Briefly describe what the school will plan to submit as an “Outcome Artifact” for SY 2019-2020 and how this will be aligned to your grant and the key area.



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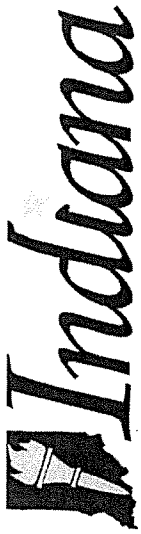
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Behavior data from the year will be analyzed and presented with the intention of decreasing student behavior referrals and student suspensions with the implementation of 6th special for social skills with behaviorist, updated guidance lessons, adjusted behavior model in the school.

Effective Instruction: Student writing samples will be collected at the beginning and end of the school year from multiple grade levels to show student and teacher growth in writing instruction throughout the school year. This artifact will demonstrate teacher efforts with literacy and data coaches, PD, and student achievement.

Part 8: Budget SY 2019-2020

Instructions: The budget will be completed in a separate Excel workbook for SY 2019-2020, and must include any changes from the original budget submission. Once approved by IDOE, will serve as the operating budget for the duration of the school year, unless otherwise amended and approved by IDOE.




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- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:		Date:	
Title I Administrator Signature:		Date:	
Principal Signature		Date:	7/1/2019

SIG T003g Budget SY 2019-2020

Complete the budget below:

Object Code		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	\$ 77,000.00	\$ 20,000.00	\$ 23,619.00	\$ 2,250.00	\$ -	\$ -	\$ -	\$ 5,200.00	\$ -	\$ -	\$ 128,069.00
21000	Support Services - Student	\$ -	\$ 73,000.00	\$ -	\$ 35,951.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 108,951.00
22100	Improvement of Instruction (Professional Development)	\$ 135,000.00	\$ 5,798.00	\$ 37,153.00	\$ 1,000.00	\$ 13,136.00	\$ -	\$ 5,364.00	\$ 3,246.00	\$ -	\$ -	\$ 200,697.00
22900	Other Support Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
25191	Refund of Revenue											\$ -
26000	Operation & Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
27000	Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 37,400.00	\$ -	\$ -	\$ -	\$ 37,400.00
33000	Community Service Operations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,000.00	\$ -	\$ -	\$ 2,000.00
60100	Transfers (interfund)											\$ -
	Column Totals	\$ 212,000.00	\$ 98,798.00	\$ 60,772.00	\$ 39,201.00	\$ 13,136.00	\$ -	\$ 42,764.00	\$ 10,446.00	\$ -	\$ -	\$ 477,117.00
Indirect Cost Rate %:		1.02		Subtract the amount above \$25,000 (per individual contracted service) from your total budget:								\$ -
Total after deducting Property:												\$ 477,117.00
Total Available for Indirect Costs:												\$ 4,866.59
Amount of Indirect Cost to be used:												\$ -
Grand Total After Indirect Cost:												\$477,117.00

Budget Narrative

DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500-- PD for mentor teachers to attend New Tech training; \$4,000 -- administration team attending NASTID conference

Supplies	Property: Equipment/ Technology
Instruction general supplies \$5,200: \$2,700 after school tutoring supplies (consumables, science materials, chart paper, notebooks, high interest books) + \$1,500 Preschool supplies (\$300- paper, pencils, playdough, crayons, markers, paint. Preschool Waterford- \$1200) + \$1,000 Behaviorist SEL curriculum. Improvement of Instruction (PD) General Supplies \$3,246: PD materials- Books for staff book study, Conscious Discipline materials. Community Service Operations General Supplies \$2,000: Family Night materials- table cloths, light refreshments, parent resource material.	
Professional Services	Other Purchase Services (travel, communication)
\$4,500- mentor for administrators. 6 sessions with Dr. Rhonda Roos \$6,000- Conscious Discipline Conference registration for 4 teachers (\$1,500 x 4). \$2,636 for Mathematics in a PLC at work Conference for 4 teachers (\$659 x 4)	\$3,400 used to provide bus transportation to get students home from after school tutoring. \$34,000 funding for daily morning and afternoon bus transportation for pre school students. \$2,400 for hotels for professional conference (\$200 a night x 3 nights x 4 people). \$880 food for teachers while at PLC conference (\$55 x 4 days x 4 people). \$1,800 for round trip plane tickets for 4 teachers to Atlanta for PLC conference (\$450 x 4). \$284 for taxi or Uber rides from airport to hotel and as needed in Atlanta.

SIG Staffing

Instructions: Complete the SIG Staffing information below

Staff Name	Staff Position	Cert/ Non-Certified.	FTE:	Stipend: Y/N	Split Funded: Y/N	Additional Funding Source	Position Description
Lisa Pavik	Math Coach	Certified	1	N	N		Models effective teaching practices
Rebecca Jones	Data Coach	Certified	1	N	N		Provide additional small group
Kendra Needham	Home School Outreach	Certified	1	N	N		Monitor attendance, connect with
Jennifer Anderson	Preschool Teacher	Certified	1	N	N		Preschool Teacher
Kim Johnson	Preschool Teaching Assistant	Non-Certified	1	N	N		Teaching Assistant
Unknown at this time	Behaviorist	Non-Certified	1	N	N		Behaviorist Coach
TBD	Reading Interventionist	Certified	0.25	Y	N		Part time Reading Interventionist
Merla Braune	Reading Interventionist	Certified	0.25	Y	N		Part time Reading Interventionist